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ABSTRACT

The role of part-time employment among disaffected and mainstream 14- to 16-year-olds and 16- to 19-year-olds in full-time education in the Kingswood area of South Gloucestershire, England, was examined. Data were gathered through the following activities: (1) a survey of approximately 2,000 youths from 6 schools and 1 further education college; (2) individual interviews with 50 young people; and (3) informal group interviews with teachers and careers officers. The incidence of part-time employment and number of hours worked per week increased with age. Overall, a limited amount of part-time work appeared beneficial for most, if not all, young people. Most of the youths appeared to strike a balance between paid work and school. The following groups were identified: (1) excluded underachievers (they wanted a part-time job but could not find one); (2) discouraged workers (they remained in school for lack of other options); (3) educationally focused nonworkers (they deliberately chose not to work but to instead focus on school or other interests); (4) busy aspirants (they worked but were also focused on school); and (5) higher education waverers (they enrolled in post-16 education but were not dedicated to education progression). Disaffected 14- to 16-year-olds tend to suffer exclusion from the youth labor market and need the assistance of schools and careers offices to transition to working life. (The following items are appended: Kingswood Consortium letter; questionnaire; interview questions; and analysis of the questionnaire responses.) (MN)

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Lifelong Learning Group

Earning and Learning

A local study of part-time paid work among 14 - 19 year olds

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Earning and Learning

A local study of part-time paid work among 14 - 19 year olds

Report of a project between
Learning Partnership West,
South Gloucestershire LEA and the
Institute of Education, University of London

Ann Hodgson & Ken Spours

March 2000

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Executive Summary

Background to the Research

An increasing number of 14-19 year olds are engaged in part-time work while participating in full-time education. There is also mounting evidence that some full-time students are doing significant numbers of hours of paid work which may adversely affect their examination performance.

It was in this context that Learning Partnership West approached the Institute of Education to undertake a small-scale study into the role of part-time work amongst disaffected 14-16 year olds and 16-19 year olds in full-time education.

The study was carried out between May and July 1999 and involved six schools and one further education college in the Kingswood area of South Gloucestershire. It had three main research strands - a questionnaire survey of approximately 2000 14-19 year olds across the partner institutions, 50 individual interviews with a selected sample of young people and a number of informal group interviews with teachers and careers officers.

Patterns of Part-time Work: The Main Findings

In the Kingswood area it is very easy for most 14-19 year olds to obtain part-time work. The survey findings indicate that the incidence of part-time work increases with age - the number of 18/19 year olds who are in full-time education and are also undertaking part-time work (80 per cent) is nearly double that of 14 year olds (42 per cent). A further finding is that more young women than young men are working in all categories except 14 and 15 year olds.

Most students take on relatively low numbers of hours of paid work though this too increases with age. The majority of 14-16 year olds with part-time jobs work a maximum of 10 hours per week and less than 10 per cent work more than 15 hours. However, with 17-19 year olds the numbers working over 15 hours rises to about one quarter. The majority of 17-19 year olds with part-time jobs work between six and 15 hours per week.

The most popular place of work for those aged 16 and over is the shop or supermarket, while 14-16 year olds, on the whole, have access to a more restricted and domestically orientated labour market. We found that disaffected 14-16 year olds have particularly restricted access to the labour market.

The Varied Relationship between Part-time Work and Full-time Education

Our research suggests that the relationship between part-time work and full-time education is very varied and affects students in different ways. This can be illustrated by dividing them into different 'ideal types':

1. The **excluded under-achiever** is often younger (e.g. 14-16) and would like to work part-time but cannot find a job. These students find themselves excluded from the part-time labour market because employers prefer to take on 16-19 old students or less problematical young people.

2. The **discouraged worker** tends not to be committed to post-16 participation and has stayed on because there was nothing else available at the time. This student is more likely to be found in post-16 Level 2 courses.

3. The **educationally-focused non-worker** has made a deliberate decision not to work part-time because s/he wishes to focus solely on her/his studies and/or wider interests. By the age of 17 this type of student is in a small minority.

4. The **busy aspirant** works part-time but is also focused on her/his studies. In the 16-19 age group these students aspire to progress to higher education and tend to be clear about the type of grades required for entry to the university of their choice.

5. The **higher education waverer** participates in post-16 education on advanced level courses but is not dedicated to education progression. Typically, these students flirt with the idea of moving onto higher education but are prepared to wait and see how their grades turn out. They also tend to take on higher hours of part-time work.

Overall however, the research suggests that a limited amount of part-time work is beneficial for most, if not all, young people. However some 14-19 year olds do too much part-time work while others are excluded from these opportunities. Most appear to strike a balance between their paid work and their studies.

Earning, Learning and the 14-19 Curriculum

The research suggests that the organisation of the curriculum does not have a connective relationship with part-time work and that this is reinforced by student perceptions. They overwhelmingly see school and part-time work to be separate and most appear to support the fact that they are different.

Instead, the advanced level curriculum could be seen to have a negative relationship with part-time work. A three A Level programme, for example,

which occupies an average of 15 hour of teaching, provides students with a great deal of spare time in which to undertake part-time work. This has produced a situation where some students become too involved with their jobs and are not sufficiently focused on their studies. We have termed this being in a state of 'half-in/half-out'.

Moreover, the academic difficulty of A Level subjects, combined with the lure of part-time work, also appears to make students resistant to studying more subjects at advanced level. However, the students we interviewed were more welcoming of the idea of qualifications accrediting and supporting participation in working life, despite the fact that these connections are not actively recognised at present.

The research highlighted the abrupt change of education culture between the 'compulsory' regime of Key Stage 4 and the 'voluntary' nature of post-16 education. There may be a need, therefore, for a more gradual transition between compulsory and post-compulsory education. This might mean, for example, that in Year 12 students have more supervised study so that their time in school or college is more productively used than appears to be the case at the moment.

Positive Management Strategies for both Disaffected 14-16 Year Olds and Mainstream 16-19 Students

While the reform of the advanced level curriculum is a longer-term issue, this research suggests that there is something that schools and colleges can do now to positively manage the part-time work/education relationship. As we have seen, different types of students experience part-time work in different ways and this should inform how schools and colleges address the issue. In the main report we distinguish, in particular, between strategies for disaffected 14-16 year olds and for mainstream 16-19 year olds.

Disaffected 14-16 students

Disaffected 14-16 year olds tend to suffer exclusion from the youth labour market rather than over-involvement. There is, therefore, an important role for the school and careers service in facilitating their transition into working life. This strategy could have at least three basic strands including:

- the organisation of a balanced practical and theoretical curriculum, such as GNVQ Part One alongside GCSEs;
- the provision of work experience and access to college courses pre-16;
- institutional assistance in helping these students to find a part-time job.

This latter recommendation goes further than current government policy. However, we are convinced from the limited research of this group that part-

time work in a supportive work environment could provide these vulnerable young people with an important additional dimension to their lives and a possible route into permanent employment.

Mainstream 16-19 students

For the mainstream 16-19 student the prime aim is to manage and contain part-time work within a permissive environment. It is important that schools, colleges and the careers service:

- stress that some part-time work is beneficial economically, socially, in terms of skills development and in terms of developing time organisation;

- try to find ways of recognising the skills gained through part-time work more actively, for example through particular forms of certification and as part of delivering the curriculum;

- point out that the real problem is too many hours being undertaken by a significant minority of students at times which are disruptive to qualification demands;

- realise that many students will not fully accept statistics about the effects of high numbers or hours on student attainment, but are more likely to accept individualised advice with evidence of how they are doing academically;

- focus on the problem of risks and chances and use older students rather than rely on teachers to deliver the advice. Year 13 students may be more reflective than those in Year 12;

- provide support for students in developing time management strategies and managing stressful periods;

- try to strengthen student goals and awareness of higher education entry requirements and provide them with clear advice about the financial implications of higher education study.

Section One

Background

There is accumulating evidence that over the last three years there has been an increase in the numbers of young people undertaking part-time work while in full-time education (DfEE, 1998; FEDA, 1999). Moreover, there is mounting concern that some full-time students are doing significant numbers of hours of paid work and that this may be adversely affecting their examination performance (Howard, 1998; ALIS, 1999). On the other hand, Government policy is focusing on the issue of social exclusion and the potential benefits of vocational education and experience to encourage disaffected young people to continue education and training (DfEE, 1997).

It was in this context that Learning Partnership West approached the Institute of Education to undertake a small-scale study into the role of part-time work amongst disaffected 14-16 year olds and 16-19 year olds in full-time education.

The study, which was carried out between May and July 1999, involved six schools and one further education college in the Kingswood area of South Gloucestershire. It had three main research strands - a questionnaire survey of 14-19 year olds across the partner institutions, 50 individual interviews with a selected sample of young people and a number of informal group interviews with teachers and careers officers.

The first part of this paper (Section Two) focuses on patterns of part-time work among young people and is largely based on 1,997 responses (300 from 14 year olds; 825 from 15 year olds; 456 from 16 year olds; 269 from 17 year olds and 147 from 18/19 year olds) to the questionnaire survey. Sections Three and Four of the paper draw predominantly on the interviews with staff and students and raise a number of issues about earning and learning for this age group. The final part of the paper (Section Five) begins to suggest some strategies for managing the positive and negative effects of part-time work in relation to full-time learning.

Section Two

Patterns of Part-time Work

Who Works?

The survey findings firmly indicate that the incidence of part-time work significantly increases with age. As can be seen from Table 1, the number of 18/19 year olds who are in full-time education and are also undertaking part-time work is nearly double that of 14 year olds:

- 42 per cent of 14 year olds
- 45 per cent of 15 year olds
- 56 per cent of 16 year olds
- 76 per cent of 17 year olds
- 80 per cent of 18 and 19 year olds

This increase is clearly associated with the demarcation between compulsory and post-compulsory education, but is also the result of the interaction between young people and the labour market. When young people are asked why older students have more part-time work, they remark that employers are reluctant to take on young people under the age of 16 for certain jobs. In addition, there is almost a peer expectation that young people will work once they get into the sixth form or college environment in order to demonstrate their financial independence. Moreover, students are clear that the type of A Level or GNVQ programmes they will be on will allow them to work part-time. Students talk about 'only doing three subjects', for example, compared to ten subjects at GCSE.

In other words, employers are very keen to take on advanced level 16-19 year olds, students feel considerable social and financial pressure to work and a 'part-time' advanced level curriculum ('there is more free time with A Levels') allows them to do this.

Table 1: Numbers of students undertaking part-time work alongside full-time study

Student age and gender	14 M	14 F	15 M	15 F	16 M	16 F	17 M	17 F	18/19 M	18/19 F
Number of students working	72	52	209	166	122	131	95	109	57	63
% of specific age and gender	49	34	46	45	52	59	72	80	79	84

Note: Total Sample= 1,997 students. All percentages are rounded off to the nearest whole number

From age 16 onwards, therefore, working part-time while studying has become the dominant pattern for students in the Kingswood area. Moreover, as Table 2 indicates, the majority of students who are not currently working are actively seeking work. This would tend to suggest that a more buoyant labour market would increase the number of students working part-time. However, from 17 years of age, there is a slight decrease in the number of students who are seeking part-time work. Interviews revealed that this is the result of some students making active choices to focus on their academic work at this stage (i.e. at the beginning of the second year of advanced level study) because they were working towards specific A Level or GNVQ grades for university.

> *'I gave up my job in November. I wasn't quite sure how much work my A Levels would involve and fitting it in and I found I was working a bit too much and I couldn't concentrate so much on my studies, so I left because school was more important.'*(Year 13 male)

Table 2: Students not currently working but seeking part-time work

Student age and gender	14 M	14 F	15 M	15 F	16 M	16 F	17 M	17 F	18/19 M	18/19 F
Students not working but seeking work	43	62	136	127	74	55	22	13	4	5
Percentage of those not working	57	62	56	63	65	62	59	46	27	42

A third finding from Tables 1 and 2 is that more young women than young men are working in all categories except 14 and 15 year olds. This may well be, as many of the young women were eager to point out, because young women are more prepared to work:

> *'Girls have got much more get up and go and boys are lazy - a couple have worked and then just got fed up with it.'* (Year 12 female)

> *'Boys never seem to do any work at all. They all intend to but never get round to it.'*(Year 12 female)

This trend is particularly visible at advanced level. Table 3 shows that a significantly higher proportion of young women (75 per cent) than young men (53 per cent) who are taking three A Levels are also undertaking part-time paid work. Since young women tend to do less well at A Level nationally than young men, the fact that such a high proportion of them undertake part-time paid work might be a factor to look at in more depth.

Table 3. Courses undertaken by full-time post-compulsory students undertaking part-time work

Student age and gender	16 M	16 F	17 M	17 F	18/19 M	18/19 F
Students taking 3 A Levels and working	17	18	50	82	29	32
Percentage of those working	14	14	53	75	51	51
Students taking 2 A Levels and working	3	0	14	9	15	17
Percentage of those working	2	0	15	8	26	27
Students taking GNVQ and working	4	9	11	9	7	7
Percentage of those working	3	7	12	8	12	11

However, it is also important to note that the proportion of those young people in our sample who were taking three A Levels and working part-time at age 18/19 (those most likely to be in the second year of study) dropped to just over a half. This was a decrease of one quarter for female students. One might speculate, as has already been suggested above, that young people are less likely to continue to undertake part-time work nearer their final examinations. The time when the sample was taken (i.e. about six weeks before examinations were due to begin) may support this hypothesis. However, other data collected on this issue indicate that, in most cases, less than half the students surveyed were prepared to stop working before the end of their course.

GNVQ students made up a very small proportion of the students who were working in any age category (never more than 12 per cent). This is probably because they make up a small proportion of the cohort as a whole, but there is a need for further investigation to see whether this is the case, or whether there is something about the nature of GNVQ programmes that prevents those taking them from doing part-time paid work.

'GNVQs are constantly time-consuming work.' (Year 13 male)

This issue is all the more important because GNVQ courses have been designed as vocational courses where experience of work might be seen as a positive contributor to learners' understanding of their study programmes.

How Many Hours do Students Work?

When we talked with teachers about the issue of part-time work for 14-19 year olds, their concern was not so much that students are working (in fact in most cases they see part-time work as a positive activity), but the numbers of hours that many of their students are doing and when this work is undertaken.

Table 4: The number of hours of part-time work undertaken by full-time students

Student age and gender	14 M	14 F	15 M	15 F	16 M	16 F	17 M	17 F	18/19 M	18/19 F
Students working 0-5 hours	46	31	107	65	38	27	7	16	8	5
Percentage of those working	64	60	51	39	31	21	7	15	14	8
Students working 6-10 hours	19	17	65	81	43	76	28	50	16	31
Percentage of those working	26	33	31	49	35	58	29	46	28	41
Students working 11-15 hours	3	0	18	11	22	23	29	28	18	13
Percentage of those working	4	0	9	7	9	10	31	26	32	21
Students working over 15 hours per week	2	1	6	5	21	10	26	15	17	12
Percentage of those working	3	2	3	3	17	8	27	14	30	19

As Table 4 above indicates, there is a big divide between the number of hours of part-time work being undertaken by those in compulsory and those in post-compulsory education. Over 80 per cent of students in compulsory education are working a maximum of 10 hours per week, less than ten per cent work more than 15 hours and the majority of 14 year olds work under 5 hours per week. For those in post-compulsory education the number of those working over 15 hours rises to nearly one quarter and there are very few students doing less than five hours. The majority of 17-19 year olds are doing between 6 and 15 hours per week of part-time work. However, interviews with students reveal that there are a significant minority of 17-19 year olds who are doing very high numbers of hours of part-time work. The fact that some young people are undertaking a substantial amount of part-time work and may, therefore, be jeopardising their academic future is an issue which this study raises. However, it was not possible within the parameters of the study to explore the relationship between the number of hours of paid work and students' examination results in any detail. This is an area which requires further research.

Teachers' concerns about large numbers of young people undertaking part-time paid work during the week did not appear to be founded from the data collected through the survey or the interviews. The majority of students work at the weekend, although a significant minority work both one evening in the week and at weekends. A very small minority appear to work most week-day evenings as well as at weekends and these students admitted that this pattern of employment interfered substantially with their school work. We found little evidence of paid work being undertaken during the school day, although we do accept that young people might be reluctant to divulge this even to outside researchers.

Where Do Students Work?

The most popular place of work for those aged 16 and over is the shop or supermarket (see Table 5 below), while 14-16 year olds, on the whole, have access

to a more restricted and domestically orientated labour market. Over 60 per cent of those aged 17 and over work in shops and supermarkets and this figure rises to over 70 per cent for young women. It is also the case that it is in this type of environment that those who work over ten hours per week are likely to be employed.

Table 5: Location of part-time work

Student age and gender	14 M	14 F	15 M	15 F	16 M	16 F	17 M	17 F	18/19 M	18/19 F
Students working in shop/supermarket	5	9	34	46	46	59	65	78	35	45
Percentage of those working	7	17	16	28	38	45	68	72	61	71
Hotel	1	0	5	1	6	9	1	3	1	0
Percentage of those working	1	0	2	1	5	7	1	3	2	0
Students working in cinema/leisure outlet	3	0	5	1	2	2	1	1	2	2
Percentage of those working	4	0	2	1	2	2	1	1	3	3
Students working in food outlet	2	2	13	26	16	29	12	12	5	4
Percentage of those working	3	4	6	16	13	22	13	11	9	6
Students working in telesales	1	0	0	0	4	3	1	3	1	2
Percentage of those working	1	0	0	0	3	2	1	3	2	3
Students working in childcare	3	16	10	41	3	17	0	1	1	1
Percentage of those working	4	31	5	25	2	13	0	1	2	2
Students undertaking other types of part-time work	63	30	163	77	64	23	19	17	13	11
Percentage of those working	87	58	78	46	52	17	20	16	23	17

Shops and supermarkets thus have a strong role to play in the debate about learning and earning. From interviews, for example, there was some evidence that young people working for supermarkets are subject to contracts that tie them down to a number of hours per week.

> *'They're more likely to take you on if you're prepared to do a number of hours.'*(Year 13 female)

These contracts may involve up to 18 hours of work per week and the more lucrative Sunday work (paid at time and a half) is often dependent upon undertaking hours of work elsewhere in the week. Companies' policies about taking time off in the period prior to and during examinations appears to differ. Some were sympathetic,

> *'Around exam time they let you swap shifts.'* (Year 12 male)

while others were less so. In addition, there was some indication that certain employers were putting pressure on young people to do additional hours and it was difficult for some of these young people to say no to this request.

'Some companies, like, when you start work and you work quite a few hours, they get funny if you say, 'Oh, I only want to work on Saturday'.' (Year 13 female)

'I do know people who are pressurised into doing more hours. Especially with the supermarket chains. They pay low wages. If our age group wants more money, then that would encourage them to do more hours because they get such low wages.' (Year 12 female)

Our findings in this area need further investigation, but they are largely corroborated by findings from a recent FEDA study (1999). What was much clearer within the Kingswood study was the tendency for young people to be 'sucked into' longer hours over time as they became dependent on the money.

'I didn't need the money before, but now I'd be lost without it.' (Year 13 female)

'I'd miss the money too much'(Year 12 female)

'In a perfect world, like, you'd give up your part-time work and concentrate on your A Levels, but really you need the money generally.' (Year 12 male)

These issues, regarding pressure to work long hours, need to be discussed more fully with employers, teachers and students, but this was not possible within the parameters of this project.

Section Three

The Role of Part-time Work for 14-19 Year Olds

In this part of the report, we explore the role that part-time work plays for two distinct groups - disaffected 14-16 year olds and 16-19 year olds taking advanced level courses. As we will see, these two groups have very different relationships both with education and with the youth labour market. Our research indicates that disaffected 14-16 year olds have little access to the labour market, whereas advanced level 16-19 year olds have virtually unlimited access to part-time employment opportunities, particularly service sector work.

Part-time Work and Disaffected 14-16 Year Olds

Learning Partnership West, who sponsored this project, specifically requested that research be undertaken into the relationship between the involvement of disaffected 14-16 year olds in school and in working life. The careers service is currently having its work orientated towards this group due to the Government's policy emphasis on social inclusion.

The research into patterns of part-time work for this age group took place through a survey and selected interviews. Over 1000 14-16 year olds were surveyed across the six schools in the Consortium and 20 interviews were held with students in three of the six Consortium schools. The students from Years 10 and 11 who were interviewed were selected on the grounds of their relatively poor attendance, which served as a proxy for 'disaffection'.

The survey of all 14-16 year olds across the six schools revealed that this age group displays different labour market patterns to post-16 students. They are less likely to be involved in the labour market with about 50 per cent working compared to nearly 80 per cent of 17-18 year olds. Moreover, those who do work undertake fewer hours of work than post-16 students, the average being less than six hours compared to an average of about 10-12 hours in the 17-18 year old age group. Labour market involvement for 14-16 year olds is also confined to a narrower range of jobs with paper rounds being the most common type of employment. The survey indicated that students of this age would like to undertake more part-time work if they had the opportunity to do so, but employers in retailing, the most prevalent type of employment for young people, prefer to recruit 16-19 year olds.

The most powerful image coming through from the interviews with the disaffected group was the problematical home life of these young people. A majority of those interviewed came from homes with one-parent families or where there was illness or disability in the family. These difficult domestic contexts appeared to produce a more introverted outlook with much of the student's time being spent at home, caring for brothers or sisters or watching television or videos. These students had relatively low social horizons, lacked confidence and did not appear to be as socially active as their peers in the wider age group.

Their experience of school was also problematical. Some had attempted to engage with learning in the lower school but by Year 10 were finding subjects difficult and were falling behind with work. This was happening at a time of increased pressure to pass examinations so that some students felt that coming to school would result in teachers 'having a go at them'. There were also some instances of these young people being 'picked on' or bullied by their peers.

However, the disaffected 14-16 year olds we interviewed did not necessarily try to find an alternative experience in the youth labour market. The reverse appeared to be the case, with those interviewed appearing to be more isolated from the youth labour market than the mainstream 14-16 group. Findings from the small interview sample suggest that these young people are less likely to be working than other 14-16 year olds. Moreover, the jobs they obtain are more likely to be the result of family connections than as a result of the young person independently contacting an employer. They had little idea of how to find a job and some demonstrated a reluctance to travel for those jobs which were available. Babysitting for family and friends was a commonly-cited form of work. While this undoubtedly develops valuable skills, there is a perception that this type of employment is not 'real work'.

One young Year 11 girl who had experience of a 'proper paid job' remarked:

'It feels more like work if it's outside the home'.

Those who were working were actively encouraged to do so by their parents or guardians. With this group of young people, there may be a higher instance of having to contribute money towards household expenses. One Year 10 male said his parents had told him to get a job:

' It's about time you got off your butt.'

However, these recognitions and pressures did not necessarily spur this group of 14-16 year olds to find part-time paid work. Some spoke of anxieties about the negative effects of a job on their school work in the context of already finding the work-load difficult. These students, do not appear at this age to face the same type of peer pressures to work as the wider 14-16 or the older age group, because

fewer of their friends work. Furthermore, we detected a lower level of social activity in this group than in the 14-16 group as a whole.

The social experience of 'disaffected 14-16 year olds' revealed during these interviews, therefore, suggests that the labour market could play a very different role in their lives than it does in the lives of the wider 14-19 group.

A priority for most full-time learners is to manage and contain their involvement with part-time work so as to reap the benefits of working life without incurring negative effects on examination achievement. A priority for disaffected 14-16 year olds, however, may be the reverse. Arguably, for this group it may be important to increase their labour market involvement so that they can have access to a range of benefits which are not being realised within their problematical home environment or in the school context. Limited involvement in working life can be of benefit to all 14-19 year olds, but the accounts of these young people's lives suggest that work could have particularly beneficial effects for this disaffected group. Benefits include creating some independence from their home circumstances and providing wider social horizons. In addition, it appears that working life can constitute an additional source of socialisation with some young people remarking that work might 'keep them out of trouble':

> *'Keeps me off the streets on Friday nights. My friends they go out drinking and that - I don't want to do that. Some of them are getting into a lot of trouble.'* (Year 10 male)

A working environment can also encourage these disaffected 14-16 year olds to become more organised and can provide a reason for learning and a real world context in which they have to rapidly develop social and basic skills. Probably most important of all, the experience of work may provide them with the first instance of being successful and, thereby, increase their self-esteem.

One of the most interesting findings from the interviews with disaffected 14-16 year olds was that they may view the social benefits of work as at least as important as its financial rewards. This is in marked contrast to the 16-19 year old advanced level learners whose overwhelming motivation to work was economic.

The 14-16 year olds we interviewed presented us with a paradox. On the one hand, they were not particularly motivated or simply lacked confidence to find part-time work but, at the same time, they indicated through interview just how beneficial they considered part-time work might be to them. This is the group that requires help to access the labour market and who might particularly benefit from a mixed general and vocational curriculum which includes organised periods of work experience. In this case, the role of part-time work may have to be increased rather than contained and managed as with the advanced level 16-19 group. The experience of this group also raises an issue of equity of access to

the labour market in which it appears that the more vulnerable groups are being displaced by more articulate and skilled 16-19 year olds.

The Role of Part-time Work for 16-19 Year Olds

Although the first reason that most 16-19 year olds will give for their involvement in part-time work is money, there are a number of other reasons which need further exploration, particularly since some students appear to be risking their future academic success through doing so much paid work.

Pressures to work

There are a variety of financial pressures which the students we interviewed identified as significant. They appear to rank as follows: lifestyle pressures (notably socialising, car ownership, clothes and CDs); poverty and need (particularly in relation to one-parent families and independent living); and saving for higher education (a significant minority and a growing phenomenon).

'I need money, I need new clothes, CDs and stuff like that' (Year 12 male)

'A lot of people their job comes first to earn more money to go out on the weekends.' (Year 12 female)

'A lot of people I know going to university want to find the money for their fees' (Year 12 female)

These financial pressures increase with age and a notable change appears to take place at the beginning of the first year of advanced level study, when many students report that their parents expect them to be more financially independent and responsible.

'Parents say that once you get to a certain age, you sort it out and get a job.' (Year 12 female)

'My parents are pleased that I've got a job and I'm not just sitting at home all the time - I go out and work.' (Year 12 female)

The way young people view part-time work

Overall, students appear to be very positive about the role of part-time work in their lives. They see it providing money and social contacts;

'I've been influenced by my friends and I just thought it would be good to have a part-time job and earn my own money.' (Year 12 female)

'It's obviously partly to do with the money, but to be honest I think it is a really good experience.' (Year 12 male)

'I has made me much more confident: I used to be quite shy - and also independence as well.' (Year 12 male)

it is viewed as a welcome relief from or complement to school work,

'Work and study builds up the experience of moving on from compulsory education into a time of choice. I don't have to be doing A Levels, I don't have to be doing work, but I choose to do both.'(Year 12 male)

and a way of gaining new skills and experiences.

'I always said to myself after I had done my GCSEs that I would get a job because it's quite important to know what work is like so it can help to get a full-time job when you get older. (Year 13 male)

'...something you can put down when applying for a job.' (Year 12 male)

'...it gives you independence and you have to manage your money.'(Year 12 female)

More specifically, they see their employment helping them with application of number, developing social skills and the ability to manage busy lives. However, some of the young people interviewed indicated that there was a limit to the amount that could be learned from work, due to the low-level nature of the jobs they were doing. This dissatisfaction with the learning potential of the workplace increased with age and is in marked contrast to the experiences of the 14-16 year old age group.

For many, particularly those who can limit their hours of work, part-time work constitutes a very good fit with the 'part-time' A Level/GNVQ curriculum and amounts to an attractive lifestyle. It appeared from our interviews that many students have actually decided to remain on at school largely because there was no alternative for them and staying on proved the 'line of least resistance'. Part-time work could, therefore, be seen as making staying on more acceptable or palatable:

'You go to school to learn and to work to earn money and make friends.' (Year 12 female)

On the whole, and particularly in group interviews, students appeared very positive about their ability to manage part-time work alongside study.

'I'll be all right if I pull my socks up next year.' (Year 12 female)

They told a slightly different story when they were interviewed individually, pointing to others who they felt were not managing their time well and who were struggling to complete work or to revise near to examinations.

> *'The work's so important that they tend to block out the advice (about not working so many hours) because it's what they want to do.'* (Year 12 female)

> *'I would probably say that I'm up to date in my assignments and the others that work are a few assignments behind.'* (Year 12 male)

Post-16 students maintain that there is no fixed threshold of hours at which part-time work becomes a problem for achievement.

> *'It depends on the individual.'* (Year 12 male)

They are, however, prepared to accept individually-tailored advice from teachers based on evidence of how they are achieving in relation to their target minimum grades:

> *'They (the teachers/tutors) should look at how well you are doing with your work rather than just saying. 'If you keep going to work, you won't get the grades you want.' That would feel more personal'* (Year 12 female)

There is also some indication that they are prepared to cut back hours of work near to their final examinations.

The relationship between part-time work and higher education

One of the major concerns which teachers express about young people undertaking high numbers of hours of work is that it is likely to affect the grades that they will get at A Level and thus jeopardise their chances of gaining a place in higher education. What was clear from our interviews with young people, however, is that many of them feel quite unsure about whether they wish to go to university:

> *'I'm not sure, it depends on my grades.'* (Year 13 male)

partly because many of them are concerned about how much it is going to cost them:

> *'It's the money really; I don't like the idea of having a debt hanging over me. Like, it would be a big debt - like thousands of pounds.'* (Year 13 male)

Moreover, several of the young people we interviewed are very satisfied with getting a place at a local university, which will not be too costly and will allow them to keep on their part-time job:

'I'd like to go to UWE if anywhere, because it's close to home and it'd keep the costs down. I'd choose the course according to what they offer.' (Year 12 female)

Teachers too recognised that the patterns of application for higher education places appear to be changing. They felt that fewer sixth formers were clear from the beginning that they wanted to go to university and also that more were applying for places at local universities. Some were of the opinion that part-time work could well be playing a role in these changing trends.

'There is a funny contrast because in one way the children are more mature than they used to be because they've got their jobs and they don't need to go away from home in the way that people used to have to break with their parents. In fact, they've got higher status with their parents as adults than perhaps we had and therefore they don't need to make that cut. They can have the best of both worlds at home.' (Sixth from tutor)

Since a few of the local universities tend to make low A Level offers and many students are relying on their results in A Levels to help them to make up their mind about whether they go on into higher education or not, there is little incentive for many students to give up their part-time work in order to achieve higher grades at A Level.

'There is a tacit agreement between local schools and local universities over low grades, so we get kids in with two Es - obviously it depends on the course - but with relatively low grades.' (Sixth form tutor)

The relationship between part-time work and higher education is therefore a complex one: on the one hand there are students who are using their earning from part-time work to save up for higher education, on the other, their involvement in the labour market gives them a tantalising taste of affluence which studying at university would be likely to deny them. We return to this point below.

Teachers' perceptions of the role of part-time work

All the teachers with whom we spoke expressed a strong interest in the subject of 'earning and learning' and were convinced that the number of young people involved in part-time work as well as full-time study is a growing phenomenon.

'The shift's been in the last five years since Sunday trading came in.' (Sixth form tutor)

Teacher attitudes towards the role of part-time work for 14-19 year olds may be divided into three broad types:

- a negative reaction to the issue because part-time work is seen as a barrier to student participation and achievement in their subject;

- a more balanced view of both the positive and the negative aspects of part-time work;

- a very positive view of the relationship between part-time work and the curriculum (e.g. in the case of GNVQs).

The teachers who stressed the negative aspect of part-time work tended to focus on problems of attendance and punctuality as much as on attainment and often made quite strong value judgments about young people's and their parents' approach to life:

> *'For most of my students it's lifestyle - they all seem to have cars and mobile phones.'* (Sixth form tutor)

> *'Parental aspirations are so materialistic. One said to me when I was complaining about how far behind her daughter was with her schoolwork and how many hours she worked, 'She has to do this job to run her car and go on holiday'.* (Sixth form tutor)

Those teachers who could see positive benefits in young people having a part-time job, particularly in terms of independence and socialisation, often at the same time expressed reservations about the amount of hours students were working. This was more of an issue for those responsible for 16-19 year olds than for those in charge of 14-16 year olds.

> *'I have never had the view that students shouldn't work. I think if it's balanced, having a part-time job is quite a good thing, but the trouble is that a lot of part-time jobs seem to require a lot more hours now or students want to do a lot more hours. It used to be a Saturday job, but now its a Saturday and Sunday and evenings and, if they can, an odd afternoon as well. That's where the problem lies.'* (GNVQ Co-ordinator)

> *'I don't see it as a problem at all except on a very rare occasion where they are overworking.* (Head of Year 10)

These teachers were also concerned about the amount of pressure which employers seemed to be putting on young people:

> *'It seems to be very one-sided that employers will ask them to come in and do extra hours to suit them, but they (the students) are not in a position to say 'Can I do a few hours less this week because...'.* (Sixth form tutor)

However, despite this interest in the subject and their concern about how part-time work might be affecting students' studies, on the whole, the teachers we spoke to appeared quite reluctant to discuss part-time work openly with students

and, with the exception of some vocational courses, were not actively making use of the skills students were learning in the workplace.

> *'I haven't really discussed part-time work. I've discussed the problem of assignments not being handed in, but not the problem of them working.'* (GNVQ Co-ordinator)

> *'It's not a stock question I would ask.'*(Head of Year 11)

Those teachers who were most positive about the role of part-time work in young people's lives stressed the usefulness of an experience of the workplace to students' understanding of their school work.

> *'Well, actually teaching GNVQ business a lot of the time for them to have some experience of the workplace is quite useful, because sometimes in discussion we might be talking about things and I'll ask, 'Has anyone got experience of that?' and they say, 'Well, in my job they do this.' They also use their workplace for their assignments.'* (GNVQ Co-ordinator)

If our limited interview sample is in any way representative, it appears that teachers' and students' attitudes towards the role of part-time work overlap quite significantly. The majority of teachers, like the majority of students, seem to view the experience of part-time work as largely positive and, for the most part, something which is quite separate from school or college. Teachers, however, do express more concern than young people about the amount of hours that are being worked and the negative effects that these might be having on attendance, punctuality and, to a lesser degree, attainment and aspirations.

Section Four

Implications for the Education and Training System

The growth of part-time work amongst students still involved in full-time 14-19 education has considerable implications for the wider education and training system. The casualised youth labour market can be seen as another manifestation of longer and more complex transitions between school and working life. This relationship between full-time education and work has been evolving since the mid-1970s and the decline of the mass early transition between school and work. During this time of increasing participation in education and training, the experiences of 14-19 year old students have diversified and now consist of a greater variety of transition experiences than was the case thirty years ago.

In this section of the report we, therefore, analyse the role of part-time work for an increasingly diverse student cohort by categorising 14-19 year olds into different typologies. We then go onto the examine the positive and negative functions of part-time work. We conclude the report in Section 5 by highlighting some strategies which may build on the positive role that part-time work can play and which may also reduce its negative aspects.

Student Typologies and the Functions of Part-time Work

Our research suggests that the student experience of part-time work and the implications for their education and development is differentiated in a number of ways. This can be illustrated by typologising young people according to their relationship both with the labour market and with full-time education.

1. The **excluded under-achiever** is often younger (e.g. 14-16) and would like to work part-time but cannot find a job. These students find themselves excluded from the part-time labour market because employers prefer to take on 16-19 year old students or less problematical young people. Moreover, these types of student, who often lack confidence or 'drive', are less likely to make a concerted effort to find part-time work. When they do obtain a job it is often the result of family connections, rather than through their efforts in an open labour market. The result is that many of the jobs these students have are confined to work on the margins of the labour market (e.g. baby-sitting). These students have low levels of commitment to both organised working life and to education.

2. The **discouraged worker** tends not to be committed to post-16 participation and has stayed-on because there was nothing else available at the time (Roberts et al, 1991). This student is most likely to be found on post-16 Level 2 courses or doing a one or two A Level programme. The 'discouraged worker' sees part-time work as a possible entrée into the labour market and may well be drawn out before s/he finishes her/his course and will certainly risk getting lower grades rather than jeopardise her/his part-time employment.

3. The **educationally-focused non-worker** does not work part-time because s/he wishes to focus solely on her/his studies and/or wider interests. These students decide not to take on a job because of a deliberate decision to work for high A Level or GNVQ grades and/or to pursue wider interests such as music, drama, sport or volunteering. These students are also often able to make this decision because their parents are willing to support them financially. By the age of 17, this type of student is in a small minority.

4. The **busy aspirant** works part-time but is also focused on her/his studies. In the 16-19 age group these students aspire to progress to higher education and tend to be clear about the type of grades required for entry to the university of their choice. They also tend to work limited hours (e.g. up to 10) in paid employment and usually confine these to holidays and weekends. This type of student can be seen to benefit from part-time work not only economically but also in terms of personal organisation (e.g. managing a busy working schedule) and wider social skills and experience. The 'busy aspirant' is usually prepared to accept advice about limiting part-time work in order to achieve the necessary grades (e.g. reducing her/his part-time hours near to examinations).

5. The **higher education waverer** participates in post-16 education on advanced level courses but is not dedicated to education progression. Typically, students in this category flirt with the idea of moving onto higher education but are prepared to wait and see how their grades turn out. At the same time, they are more likely than the 'busy aspirant' to take on a higher number of hours of part-time work and to work at times which are not conducive to meeting coursework demands. In doing so, they reduce the possibility of attaining the highest A Level grades and thus wider progression opportunities. The higher education waverer may be more likely to plan to take a 'year out' following her/his advanced level course to work full-time.

The Positive and Negative Effects of Part-time Work

Working while still at school or college not only provides a means of earning money but can also be a way of gaining greater independence from parents and developing experience of working life and a wider set of skills. Seen this way, part-time work can play a very positive role in the maturation of young people. However, there may be negative effects for students who are on full-time courses

which demand considerable time and effort. Many students at advanced level (we would estimate about 25 - 30 per cent of those working) volunteer themselves or are lured into working long hours. There is emerging evidence that this can undermine examination attainment and, thereby, jeopardise opportunities for progression to higher education. The relationship between part-time work and full-time education is, therefore, a balance sheet. It can be viewed from a number of perspectives - educational participation, achievement, personal and social development and employability.

From the perspective of educational participation, part-time work can perform a number of positive functions. It may well make participation in full-time 16-19 education more acceptable because it provides a transition between dependency and adulthood. As such, it may sustain some students in post-16 education who might otherwise have left school at 16 by providing a means of gradual entry to the labour market for some and a form of 'chilling out' of aspirations for those who are not going to succeed in entering professional or highly paid employment. Part-time work can also be used to finance future participation in education (e.g. higher education and, for some, 16-19 study).

On the other hand, part-time work can suspend some students between study and the labour market (the notion of being half-in/half out) and thereby, reduce their commitment to achieving to their maximum potential. Students appear to be making calculations on what they have to attain in order to gain access to the new universities (in the main) and may be underperforming in relation to their prior attainment. Part-time work is making 16-19 year old students much more instrumental in relation to their advanced level study than they might otherwise have been.

From the perspective of educational achievement, part-time work, also plays an ambivalent role. Our research suggests that a limited amount of part-time work can motivate students of all ages to become more organised and to schedule and balance demanding work-loads. This may have a wider pay-off in organising for examinations. On the other hand, there is emerging evidence that high hours of part-time work (e.g. over 15 hours) can significantly damage A Level attainment. A comparison between target minimum grades based on performance at GCSE and examination results at A Level and GNVQ will be one way of testing this out (Howard, 1998). In this report we do not explore further, the relationship between part-time work and attainment at advanced level study. This will require further research.

From the perspective of social development and independence, the initial effects of part-time work look generally positive. By and large, students (with some notable exceptions) are not expected to provide for their day-to-day board and lodging as they would be if they were working full-time. Their earnings from part-time work, therefore, give them a limited amount of financial independence from their parents and can provide them with the type of lifestyle which has

more traditionally been associated with middle-class university students. At the other end of the 14-19 age range, part-time work could have a very positive effect on the social development of under-achieving and disaffected students.

However, the development of social skills through part-time work, which occupies a great deal of time, may detract from the development of skills and attitudes gained through other extra-curricular interests and activities. Managing busy lives means that something somewhere is sacrificed and this may increasingly be the cultural and ethical dimensions of young peoples' lives (e.g. sport, drama, music, community volunteering and domestic labour of various types).

Part-time work can actively contribute to employability. It provides students with experience of working life and the discipline required to make this a success. Many students we talked to remarked about part-time work contributing to their curriculum vitae. On the other hand, if excessive amounts of part-time work reduces levels of attainment, this may damage employability in those jobs which demand higher levels of qualification.

The central issue appears, therefore, not whether a student works or not. The emerging evidence is that a limited amount of part-time work is probably beneficial for everyone. The issue is how work is gained and distributed. Some 14-19 year olds do too much part-time work and others are excluded from these opportunities. There are strong arguments for greater government regulation of the youth labour market from the point of view of wages, conditions and opportunities for training (Finegold *et al.* 1990; Keep, 1993; Hodgson & Spours, 1999). However, within the scope of a local study and local action in relation to part-time work, the most productive way forward in the short-term may be through more overt management of the relationship between education and working life.

Section Five

Managing the Relationship Between Part-time Work and Full-time Education

Schools and Colleges Face a Difficult Context

The aim of managing the relationship between part-time work and full-time education should be to accentuate the positive features of involvement in the labour market while diminishing its negative aspects. Our research suggests, however, that such a management strategy faces a number of problems.

First, there is an absence of a framework of regulations or moral ground rules because labour markets are regarded as flexible and education beyond 16 as 'post-compulsory'. As such, there are no clear boundaries for young people, for schools/colleges or for employers. The prevailing culture is of freedom of choice.

Second, part-time work and educational participation is only now emerging as a concern and there is, therefore, a lack of awareness of the issues amongst students, parents, teachers and employers. Most 16-19 students want to work, employers want to use their labour because they are cheap and flexible and most parents tacitly support part-time work because of the financial and psychological independence it can bring. None of these three parties is fully aware of the potential negative implications of the wrong balance between part-time work and full-time education.

Third, the lure of earning money has resulted in a tendency for students not to listen to teachers' advice to resist undertaking high hours of paid work. It may be that schools are perceived by their students as having their own interests for suggesting that students limit the amount of part-time work they undertake (e.g. to improve examination pass rates so they can survive in an institutional market place). As we have seen from the teacher interviews, this perception would be incorrect.

Earning, Learning and the 14-19 Curriculum

Our research suggests that the current relationship between the 14-19 curriculum and part-time work is both detached and negative. Students overwhelmingly perceive school and part-time work to be separate and most support the fact that

they are different. School is seen in terms of compulsion, teachers and academic study, while work is perceived in terms of money, social contact and freedom of choice. Only a minority of students, usually those with experience of GNVQs, could see that working life might have a reciprocal relationship with what is learned in school or college.

The advanced level curriculum did appear, however, to have a functional relationship with part-time work. A three A Level programme, which occupies an average of 15 hour of teaching, provides students with a great deal of spare time. Furthermore, some students are taking only two subjects. During the research, it was striking how Year 11 students readily referred to the time they would have available in the sixth form when taking only a limited number of A Level subjects. This situation could be seen as a part-time A Level curriculum facilitating engagement with part-time work but without an overt curriculum connection between the two. Our concern is that this detached relationship accentuates the negative effects of part-time work on examination achievement.

On the other hand, students do not appear to think that taking more A Level subjects (e.g. five ASs as proposed under the Government's reforms for the Year 2000) is very realistic, despite the amount of spare time they have. The students in our sample were more welcoming of the idea of qualifications accrediting and supporting participation in working life, despite the fact that these connections are not actively recognised in the present curriculum. A broader advanced level curriculum, which focused on experiences and skills to support achievement, might also be acceptable to students because of its capacity to underpin academic achievement in specialist study.

In addition, the research highlighted the need for a more gradual transition between the 'compulsory' regime of Key Stage 4 and the 'voluntary' nature of post-16 education. In this respect it is suggested that students in Year 12 might be involved in more supervised study so that their time in school or college is more productively used than it appears at the moment. A more 'regulated' approach to Year 12 could also be seen in the context of supporting students through the broader curriculum being introduced as part of the Year 2000 reforms.

The growing role of part-time work in the lives of 14-19 year olds poses a major challenge for education. Do we see it as heralding the end of full-time education and accept that the curriculum must become more flexible in order to fit around the new priorities of many young people (FEDA, 1999)? Or do we see the need to manage part-time work in such a way that students in schools and colleges benefit from limited access to the labour market but remain focused on their studies as full-time students? Despite the attractions of a more flexible and roll-on/roll-off curriculum, this research suggests that teachers overwhelmingly want committed students and many students (though unfortunately not the overwhelming majority) want to do their best. We think that this points to the

development of an active management strategy as the best way of accentuating the positive role that part-time work can play in relation to 14-19 education.

Active Management Strategies for Both Disaffected 14-16 Year Olds and Mainstream 16-19 Students

Disaffected 14-16 students

As we have already stated, the research suggests that these two groups have different experiences of both the youth labour market and education. It follows, therefore, that the active management strategies for disaffected 14-16 year olds and for mainstream 16-19 year olds should have different emphases.

With regards to disaffected 14-16 year olds the main issue is to recognise that their problem may be exclusion from the youth labour market rather than over-involvement. In this context, and recognising that these students are under-confident and less assertive, there is an important role for the school and careers service in facilitating their transition into working life. This strategy could have at least three basic strands including:

- the organisation of a balanced practical and theoretical curriculum, such as GNVQ Part One alongside GCSEs;
- the provision of work experience and access to college courses pre-16;
- institutional assistance in helping these students to find a part-time job outside the home.

This latter form of support goes further than current government policy. However, we are convinced from the limited research of this group that part-time work in a supportive employment environment could provide these vulnerable young people with an important additional dimension to their lives and a possible route into permanent employment.

Mainstream 16-19 year olds

For the mainstream 16-19 student the prime aim is to manage and contain part-time work within a permissive environment. Students' arguments about wanting to see evidence of how they were handling work-loads in relation to their study programme suggest that there is a heightened role for value-added monitoring and 'management of learning'. Students have indicated that they would appreciate individual discussions with their tutor on the relationship between working and learning, when they work and how they manage their time. Our research suggests that the following guidance strategies could prove fruitful.

- Stress that some part-time work is beneficial economically, socially, in terms of skills development and in terms of developing time organisation.

- Try to find ways of recognising the skills gained through part-time work more actively, for example through particular forms of certification and as part of delivering the curriculum.

- Point out that the real problem is too many hours being undertaken at times which are disruptive to meeting qualification demands.

- Realise that many students will not fully accept statistics about the effects of high numbers or hours on student attainment, but are more likely to accept individualised advice with evidence of how they are doing. Formative value-added approaches to target minimum grades may prove to be a useful tool in providing this kind of individual evidence.

- Focus on the problem of risks and chances and use older students rather than teachers to deliver the advice. Year 13 students may be more reflective than those in Year 12.

- Remember that students have given relatively positive feedback about help with time management strategies and managing stressful periods so this is an area where the school and careers service can intervene positively.

- Try to strengthen student goals and awareness of progression requirements - most wavering students in Year 12 did not know of the grades required by universities and the real financial implications of participating in higher education. Students tend now to over-estimate the financial difficulties. This is an area where the careers service can make a major contribution in terms of factual information and advice.

The Role of Employers

Our research did not focus on the role of employers, even though they are a fundamental part of the part-time work/full-time study equation. The role of employers will be important to address in any future research. At this point, it is clear that employers take a variable view of the role of part-time work in relation to full-time education. Some are sympathetic to the needs of those students they employ to continue with their studies and to prepare for examinations. Others are less so, with one major supermarket chain agreeing to employ students only if they sign a contract to work 18 hours per week. FEDA research suggests that a significant minority of students feel under pressure from their employers to work longer hours than they would choose to do (FEDA, 1999). Employers may, not surprisingly, also prefer to employ bright and confident A Level students than less confident and problematical 14-16 year olds. It is clear, therefore, that schools and colleges cannot manage these issues effectively on their own. They will need the support of employers to help students positively to manage their relationship between part-time work and full-time education.

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Appendix 1

Kingswood Corsortium Letter

Heads of Sixth, Kingswood Consortium
Programme Manager, Soundwell College

25 March 1999

Dear Colleague

EARNING AND LEARNING PROJECT

Thank you very much for agreeing to take part in this Project.

Please find attached a proof copy of the questionnaire which is intended for use with all your year 10, 11, 12 & 13 students, together with a letter of instruction for the person who will be administering the questionnaire. We are assuming that this questionnaire will take students about five minutes to complete, thus making it possible for tutors to administer in a registration period.

Ken and I should be very grateful if you would administer this questionnaire in the week beginning 19th April (or earlier if you wish) and return to either of us as soon as is humanly possible. Please also let us have a list of student names and examination numbers and the names of six to ten Year 10 or 11 students who have consistently poor records of attendance.

As soon as we have analysed these questionnaires, we will come back to you with the names of those students we would like to interview in your institution.

Thank you once again for your support with what we hope will be a useful piece of research work. If there is anything you would like to discuss further, please ring me on 0171-612-6762 or Ken on 0171-612-6384.

Best wishes,

Ann Hodgson

Appendix 2

Questionnaire

School / College:			
Pupil No:	**Male** ☐	**Female** ☐	**Age** ☐

Please tick the appropriate box or boxes

1. **What are you studying?**

   A Level ☐ Advanced GNVQ ☐ Intermediate ☐ GCSEs ☐

2. **If A Levels, how many subjects?**

   1 ☐ 2 ☐ 3 ☐

3. **Do you do any part-time work?**

   Yes ☐ No ☐

4. **If you are not working, are you seeking part-time work?**

   Yes ☐ No ☐

5. **How many hours per week do you work on average during term time including travel time?**

   0 - 5 ☐ 6 - 10 ☐ 11 - 15 ☐ over 15 ☐

6. **Do you work at weekends?**

   Yes ☐ No ☐

7. **Do you work during the week?**

   Yes ☐ No ☐

8. What times do you work?

Midnight - 6am ☐ 6am - 12 noon ☐ 12 noon - 4pm ☐ 4pm - midnight ☐

9. What type of work do you do?

Shop / supermarket ☐ hotel ☐ cinema / leisure centre ☐ food outlet ☐

telesales ☐ childcare ☐ other.....

10. Do you intend to work your current hours up until the end of your course?

Yes ☐ No ☐

Appendix 3

Interview Questions

1. Why do you do part-time work?
2. How important is work to you and what do you get out of it? (financial and learning, key skills)
3. If you were asked to do extra hours of work would you agree?
4. If you were not working, what would you be doing?
5. What effect does work have on your home life, social life and outside activities?
6. What do you think the relationship is between study and part-time work? (positive / negative)
7. If you were told that your job was damaging your examination achievement, what would you do?
8. What proportion of your friends work and how many hours?
9. What are your parents' views about you working?
10. What does your school think about you working?
11. What do you want to do in the future and what role does your part-time work play in this?

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Appendix 4

Analysis of Earning and Learning Questionnaire Responses

	Age 14 n = 300		Age 15 n = 825		Age 16 n = 456		Age 17 n = 269		Age 18/19 n = 147	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
How many students divided into male and female in each age category	148	152	452	369	235	220	132	137	72	75
Students working in each age category	72	52	209	166	122	131	95	109	57	63
Students not working but seeking work in each age category	43	62	136	127	74	55	22	13	4	5
Students in each age category working:										
• 0 - 5 hours	46	31	107	65	38	27	7	16	8	5
• 6 - 10 hours	19	17	65	81	43	76	28	50	16	31
• 11 - 15 hours	4	1	22	12	34	29	36	32	22	17
• over 15 hours	2	1	6	5	21	10	26	15	17	12
Students in each age category working and continuing working hours:										
• 0 - 5 hours	22	19	68	44	19	18	5	1	3	3
• 6 - 10 hours	15	15	50	57	37	59	21	43	10	22
• 11 - 15 hours	3	0	18	11	22	23	29	28	18	13
• over 15 hours	2	0	6	4	18	9	22	13	10	8

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	Age 14 n = 300		Age 15 n = 825		Age 16 n = 456		Age 17 n = 269		Age 18/19 n = 147	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Students in each age category working:										
• weekends	56	40	154	142	115	127	84	104	45	58
• weekdays	52	35	130	88	76	54	63	57	44	33
• weekends/weekdays	38	23	81	64	57	48	54	51	32	28
Students in each age category working:										
• midnight - 6 am	1	0	4	1	7	1	2	2	2	0
• 6 am - 12 noon	23	16	91	69	55	52	41	51	21	26
• 12 noon - 4 pm	12	14	53	77	59	83	60	83	30	46
• 4 pm - midnight	42	32	99	87	71	75	69	69	45	43
Students in each age category working during the week:										
• midnight - 6 am	1	0	3	0	3	1	2	2	2	0
• 6 am - 12 noon	14	10	46	21	31	13	21	27	12	12
• 12 noon - 4 pm	7	4	19	28	26	20	36	43	19	21
• 4 pm - midnight	39	27	95	68	59	44	55	48	42	3
Students in each age category working in:										
• shop/supermarket	5	9	34	46	46	59	65	78	35	45
• hotel	1	0	5	1	6	9	1	3	1	0
• cinema/leisure centre	3	0	5	1	2	2	1	1	2	2
• food outlet	2	2	13	26	16	29	12	12	5	4
• telesales	1	0	0	0	4	3	1	3	1	2
• childcare	3	16	10	41	3	17	0	1	1	1
• other	63	30	163	77	64	23	19	17	13	11

	Age 14 n = 300		Age 15 n = 825		Age 16 n = 456		Age 17 n = 269		Age 18/19 n = 147	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Students in each age category working 11 - 15 hours in:										
• shop/supermarket	0	1	5	3	17	10	30	21	14	13
• hotel	0	0	3	1	2	3	1	1	1	0
• cinema/leisure centre	0	0	0	0	0	0	0	0	1	1
• food outlet	1	0	6	3	6	8	5	1	3	0
• telesales	0	0	0	0	3	0	0	3	1	1
• childcare	0	0	1	0	1	2	0	0	0	0
• other	3	0	9	6	7	6	0	0	1	1
Students in each age category studying:										
• 3 A Levels and working					17	18	50	82	29	32
• 2 A Levels and working					3	0	14	9	15	17
• 1 A Level and working					3	9	5	6	4	2
• GNVQ and working					4	9	11	9	7	7
Students in each age category studying for:										
• 3 A Levels			3	0	28	23	75	102	38	39
• 2 A Levels			2	1	4	2	17	10	19	21
• 1 A Level			3	1	4	9	7	6	4	2
• GNVQ			5	4	8	12	14	10	8	7